

# Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
<b><u>10.58.513 HEALTH</u></b>		
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) utilize health-related data about the social and cultural environments inclusive of Montana Indian tribes, growth and development factors, needs, and interests of students;	(a) utilize health-related data about the social and cultural environments of all students' growth and development factors, needs, and interests <u>to promote health practices and behaviors inclusive of Montana American Indians and tribes in Montana;</u>	
(b) distinguish between behaviors that foster and those that hinder well-being.	(b) distinguish between behaviors <u>and external factors (family, peers, culture, media, technology)</u> that <del>foster</del> <u>promote health enhancement</u> and those that hinder well-being;	
(c) determine health education needs based on observed and obtained data;	<u>(c) conduct needs assessments that provide appropriate data to determine health education needs of the learners and diverse populations</u> <del>based on observed and obtained data</del>	
(d) recruit school and community representatives to support and assist in program planning;	<u>(d) use effective advocacy and communication skills to</u> recruit school and community representatives to support and assist in <u>health education</u> program planning;	



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(e) develop a logical scope and sequence plan for a health education program that includes a display of functional knowledge of health concepts related to alcohol and other drugs, injury prevention, nutrition, physical activity, sexual health, tobacco, mental health, personal and consumer health, and community and environmental health;	(e) develop a logical scope and sequence plan for a health education program that includes a display of functional knowledge of health <u>promotion and disease prevention</u> concepts related to alcohol and other drugs, injury prevention, nutrition, physical activity, sexual health, tobacco, mental health, <u>suicide prevention</u> , personal and consumer health, <u>including goal settings, interpersonal communication and decision skills to enhance health</u> , and community and environmental health;	
(f) formulate appropriate and measurable learner objectives;	(f) formulate appropriate and measurable learner goals and objectives <u>that promotes health practices and behaviors</u> ;	
(g) design educational strategies consistent with specified learner objectives;	(g) design <u>health education</u> educational strategies consistent with specified learner <u>goals and objectives to encourage the practice of healthy behaviors</u> ;	
(h) analyze factors affecting the successful implementation of health education and coordinated school health programs;	h) analyze factors affecting the successful implementation of health education and coordinated school health programs;	
(i) select resources and media best suited to implement program plans for diverse learners. Resources and media must meet the guidelines set for Indian Education for All (20-1-501, MCA);	(i) select resources and media best suited to implement program plans for diverse learners, <u>including relevant American Indian resources</u> . <del>Resources and media must meet the guidelines set for Indian Education for All (20-1-501, MCA);</del>	
(j) demonstrate competence in delivering planned programs;	(j) demonstrate competence in delivering planned <u>health education</u> programs;	
(k) evaluate educational programs, adjusting objectives and instructional strategies as necessary;	(k) evaluate <u>health education</u> educational programs, adjusting objectives and instructional strategies as necessary;	



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(l) plan to assess student achievement of program objectives;	(l) plan to assess student achievement <u>based on health education</u> of program objectives	
(m) implement evaluation plans;	(m) implement evaluation plans;	
(n) interpret results of program evaluation and examine implications of evaluation findings of future program planning;	(n) interpret results of program evaluation and examine implications of evaluation findings of future program planning;	
(o) develop a plan for coordinating health education with other components of a school health program;	(o) <u>design and</u> develop a plan for coordinating health education with other components of a school health program;	
(p) demonstrate the dispositions and skills to facilitate cooperation among health educators, other teachers, and appropriate school staff;	(p) demonstrate the dispositions and <u>communication skills</u> to facilitate cooperation among health educators, other teachers, and appropriate school staff;	
(q) formulate strategies of collaboration among health educators in all settings;	(q) formulate strategies of collaboration among health educators in all settings;	
(r) design professional development programs for teachers, other school personnel, community members, and other interested individuals;	(r) design professional development programs for teachers, other school personnel, community members, and other interested individuals;	
(s) utilize health information retrieval systems effectively, i.e., current and emerging technologies;	(s) utilize health information retrieval systems effectively, i.e., current and emerging technologies;	
(t) establish effective and appropriate consultative relationships with those requesting assistance in solving health-related problems;	(t) establish effective and appropriate consultative relationships with those requesting assistance in solving health-related problems;	



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(u) synthesize reliable health data and respond to requests for health information;	(u) synthesize <u>valid and reliable</u> health data and respond to requests for health information;	
(v) select effective educational resource materials for dissemination;	(v) select <del>effective</del> <u>valid and reliable educational health</u> resources materials for dissemination	
(w) interpret concepts, purposes, and theories of health education;	(w) interpret concepts, purposes, <u>models</u> and theories of <u>health promotion and</u> health education	
(x) predict the impact of societal value systems on health education programs;	(x) predict the impact of societal value systems on health education programs;	
(y) select a variety of communication methods and techniques in providing health information; and	(y) select a variety of communication <del>methods and techniques in providing health information</del> <u>and adapt health information to a specific target audience.</u>	
(z) develop communication between health care providers and consumers.	(z) develop <u>effective</u> communication between health care providers and consumers <u>working cooperatively as an advocate for improving personal, family and community health.</u>	
(History: 20-2-114, MCA; <u>IMP</u> , 20-1-501, 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1989 MAR p. 397, Eff. 3/31/89; <u>AMD</u> , 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)		

